SPEECH COMMUNICATION
SPCH 1311 45031
3 credit hours

Summer 2019

Professor: Laura Carr
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Office: G-112
Office Hours Class Days: 12:10 p.m. - 12:40 p.m.
Class: M-TR 8:00 a.m. – 10:00 a.m.
Certification Date: June 10, 2019
Withdrawal Date: June 25, 2019

About this class

Cooperative Learning is practiced in this learning studio. So then, what is Cooperative Learning?

Cooperative Learning is a relationship with a group of students that requires:

- **positive interdependence** (a sense of sink or swim together),
  - In a cooperative learning situation, a student needs to be concerned with how he or she does the work and how well the other students in his or her group do the same work.
- **individual accountability** (each of us has to contribute and learn)
  - The student is held responsible by group mates for contributing his or her fair share to the group’s success. It is important that the group knows who needs more assistance, support, and encouragement in completing the assignment. It is also important that group members know they cannot "hitchhike" on the work of others.
- **interpersonal skills** (communication, trust, leadership, decision making, and conflict resolution)
  - The practice of social skills required for high quality collaboration and the willingness to be motivated to use them if cooperative groups are to be productive. The whole field of group dynamics is based on the premise that social skills are the key to group productivity.
- **face-to-face promotive interaction** (efficiently processing information).
  - Promotive interaction may be defined as individuals encouraging and facilitating each other's efforts to achieve, complete tasks, and produce in order to reach the group's goals.
- **group processing** (reflecting on how well the team is functioning and how to function even better).
  - Group processing may be defined as reflecting on a group session to: 1) describe what member actions were helpful and unhelpful, and 2) make decisions about what actions to continue or change. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group’s goals.

A Cooperative Learning class is group led and teacher facilitated. Students are expected to be fully involved in the learning process.

**How to use this syllabus**

- Three main parts
  - I. Basic Speech Communication Course Information
  - II. Specific Information for this Course
  - III. General Eastfield College Course Information

- How to help yourself…
  - First, look for the information you want in the syllabus.
  - If you can’t find the answer then ask a classmate for help.
  - If you still can’t find the answer then ask your professor.
Part I Basic Speech Communication Course Information

Course Description

Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

Student Learning Outcomes for Speech 1311

Upon successful completion of this course, students will:

- Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
- Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
- Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.
- Develop, research, organize, and deliver formal public speeches.
- Recognize how to communicate within diverse environments.

Core Curriculum

Speech 1311 (or Speech 1315 or Speech 1321) is included in the DCCCD Core Curriculum. All degree-seeking students are advised to complete this core course within the first 36 semester hours since speech stresses the needed skills for many other courses. Students must earn a “C” or better for credit in all core courses.

Tier I Statement

Speech 1311 is a Tier I course in the Speaking and Listening learning category. “Knowledge and skills that are important to your success in other college courses will be introduced and reinforced in Tier I. The Speaking and Listening category develops your ability to communicate effectively individually, in pairs and in groups. Instructors will place an emphasis on listening, critical and reflective thinking and responding.”

DCCCD Catalog
Part II Specific Information for this Course

Required Materials


Ruled Spiral Notebooks with pockets for notes
4 X 6 white index cards with blue lines
One Flash Drive 2.0

Course assignments

This course uses REVEL digital book. All assignments are through the REVEL site. No work is done on eCampus/Blackboard.

Computing

- You will be expected to use the computer to do the following:
  - word processing
  - slide presentations
  - send and receive e-mail
  - do research at the library or the library’s web site
<table>
<thead>
<tr>
<th>Days</th>
<th>Outside of Class Work</th>
<th>In Class Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>Ch. 1</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Take Myers-Briggs Type Indicator</td>
<td>Ch. 1 activity</td>
</tr>
<tr>
<td></td>
<td>........................</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare Introductory Speech</td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>Cont. Introductory Speech preparation</td>
<td>Ch. 17 Shared Writing</td>
</tr>
<tr>
<td></td>
<td>Ch. 17</td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon.</td>
<td>Ch. 14, 15 &amp; 16</td>
<td><strong>Introductory Speech</strong></td>
</tr>
<tr>
<td></td>
<td>........................</td>
<td>Ch. 14 and 16 Shared Writing</td>
</tr>
<tr>
<td>Tues.</td>
<td>View Librarian Lecture online</td>
<td>Review components of preparation outline</td>
</tr>
<tr>
<td></td>
<td>Select Informative Speech Topic and two main points</td>
<td>Begin building Informative Speech</td>
</tr>
<tr>
<td></td>
<td>Begin research for Informative Speech</td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>Research for Informative Speech</td>
<td>Research for Informative Speech</td>
</tr>
<tr>
<td></td>
<td>Build preparation Informative Speech Outline</td>
<td>Bring computer to class</td>
</tr>
<tr>
<td>Thurs.</td>
<td>Ch. 9 &amp; 13 (Great Debater’s preparation)</td>
<td>Informative Speech preparation – bring computer to class</td>
</tr>
<tr>
<td></td>
<td>Create PowerPoint for Informative Speech</td>
<td></td>
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<tr>
<td>Fri.</td>
<td>Ch. 2</td>
<td>Ch. 2 activity</td>
</tr>
<tr>
<td></td>
<td>Peer Review: Informative Speech Preparation and Presentation Outlines</td>
<td>Peer Review: PowerPoint</td>
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<td></td>
<td>Peer Review: PowerPoint</td>
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<tr>
<td>Days</td>
<td>Outside of Class Work</td>
<td>In Class Work</td>
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<tr>
<td></td>
<td></td>
<td><strong>WEEK 3</strong></td>
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<tr>
<td>Mon.</td>
<td></td>
<td><strong>Informative Speech</strong></td>
</tr>
<tr>
<td>Tues.</td>
<td>Ch. 18 Prepare Great Debater’s assignment</td>
<td>View The Great Debater’s movie</td>
</tr>
<tr>
<td>Wed.</td>
<td></td>
<td>Ch. 18 activity and Shared Writing</td>
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<tr>
<td></td>
<td></td>
<td>Team Presentation Work</td>
</tr>
<tr>
<td>Thurs.</td>
<td>Select Persuasive Speech Topic</td>
<td>Team Presentation Practice</td>
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<tr>
<td></td>
<td>Begin Building Persuasive Speech outlines</td>
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</tr>
<tr>
<td>Fri.</td>
<td>Practice Team Presentation</td>
<td>Persuasive Speech work - <strong>Bring computer to class</strong></td>
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## WEEK 4

<table>
<thead>
<tr>
<th>Days</th>
<th>Outside of Class Work</th>
<th>In Class Work</th>
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<tbody>
<tr>
<td>Mon.</td>
<td></td>
<td><strong>Team Presentation</strong></td>
</tr>
<tr>
<td>Tues.</td>
<td>Ch. 3</td>
<td>Great Debater’s Discussion</td>
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<tr>
<td>Wed.</td>
<td>Peer Review: Persuasive Speech preparation and presentation outlines MBTI discussion</td>
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<tr>
<td>Thurs.</td>
<td></td>
<td>Ch. 3 Shared Writing</td>
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<tr>
<td>Fri.</td>
<td>Ch. 4</td>
<td><strong>Persuasive Speech</strong></td>
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## WEEK 5

<table>
<thead>
<tr>
<th>Days</th>
<th>In Class Work</th>
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<tr>
<td>Mon.</td>
<td>Ch. 4 Shared Writing</td>
</tr>
<tr>
<td>Tues.</td>
<td>Listening Styles</td>
</tr>
<tr>
<td>Wed.</td>
<td><em>Final Day – Either Informative or Persuasive Speech re-do if less than “C”…Yes you must come even if you aren’t presenting. This is NOT a make-up day.</em></td>
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# Semester Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Module Quizzes</th>
<th>Shared Writing</th>
<th>Chapter Quizzes</th>
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<td>Chapter 17</td>
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<td>Chapter 16</td>
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<td>Chapter 18</td>
<td>60</td>
<td>20</td>
<td>45</td>
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<tr>
<td>Chapter 3</td>
<td>50</td>
<td>20</td>
<td>45</td>
</tr>
<tr>
<td>Chapter 4</td>
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<td>20</td>
<td>45</td>
</tr>
<tr>
<td>Chapter 9</td>
<td>30</td>
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<td>45</td>
</tr>
<tr>
<td>Chapter 13</td>
<td>40</td>
<td></td>
<td>45</td>
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<td><strong>Total</strong></td>
<td><strong>470</strong></td>
<td><strong>120</strong></td>
<td><strong>495</strong></td>
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<td>Class Participation</td>
<td>30 points per week</td>
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<td>150</td>
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<td>Assignments</td>
<td>The Great Debaters Project</td>
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<tr>
<td>Myers Briggs</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
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<tr>
<td>Speeches</td>
<td>Introductory</td>
<td></td>
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<tr>
<td>Team Pres.</td>
<td>100</td>
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<tr>
<td>Informative</td>
<td>200</td>
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</tr>
<tr>
<td>Persuasive</td>
<td>200</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>700</strong></td>
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</table>

## Grade Calculation

- **A**: 2085 - 1876, 90%
- **B**: 1875 - 1668, 80%
- **C**: 1667 - 1459, 70%
- **D**: 1458 – 1251, 60%
- **F**: 1250 – below

Any time during the semester you can calculate your grade.
Add your total points.
Divide you points by the total possible points at that time.
Example: Your points – 300 Total points – 350 \( \frac{300}{350} = 85.7\% \)

A grade of incomplete is generally not given.
Things To Be Aware Of

❖ Speeches
➢ All four speech assignments (Introduction Speech, Informative Speech, Team Presentation and Persuasive Speech) **must** be completed. If you have not done so, you will not receive above 69%.
➢ Speeches are presented on the assigned day.
  ▪ Your group will evaluate your classmates’ speeches and you learn from your classmates so you need to be in attendance for all speeches.
➢ Outlines
  ▪ Preparation outlines are submitted through REVEL Media Share.
  ▪ The presentation outline on 4X6 white index card(s) with blue lines is due immediately after your speech.
  ▪ Both the preparation and presentation outlines are required to present your speech.
➢ Slide presentation assistance
  ▪ Use the PowerPoint instructions provided to create your slides.
  ▪ You may use Google Slides or Apple Slides.
  ▪ Use your flash drive to save your slide presentation for use in class. Also email it to yourself.
➢ Speaking Attire
  ▪ Follow the attire requirements in the document provided.
  ▪ Ten to twenty points will be deducted for inappropriate attire.

❖ Typing
➢ Typed page setup:
  ▪ Left and Right Margins 1.25”
  ▪ Top and Bottom Margins 1”
➢ Times New Roman 12 point font
➢ Paragraphs:
  ▪ Double spaced
  ▪ Indent the first word of each paragraph 5 spaces
➢ Please leave two spaces after a period.
➢ Outlines are to follow the pattern illustrated in the text.
  ▪ Set the outline function in Word.

❖ Assignments
➢ Use APA citation style.
  ▪ Purdue University’s OWL (On-line Writing Lab) is a great resource.
  ▪ Word 2007 to 2013 also has a citation generator.
  ▪ You may also use your English textbook.

❖ Computing
➢ You will be expected to use the computer to do the following:
  ▪ word processing
  ▪ Slide presentations
- send and receive e-mail
- do research

❖ **Classroom/School Etiquette**

Be present: Come to class and come to school prepared to learn.
Be timely: Keep up with your assignments.
Annoyances: Keep them to a minimum…smart phones are for finding information for class…no calls/texting during class
Communicate: Keep in contact with your team mates.
Keep in contact with your professor. You have to let me know that you need help. Then, come in so I can help you.
A new day: “It all begins here.” It doesn’t matter what happened in the past. What is important is what you do **NOW**. Take responsibility for your learning.
Classmate: Be a good one…listen, discuss, be respectful, be helpful, know the material. Establish a learning network…share phone numbers/e-mail, study together.

❖ **Attendance and Participation**

Class attendance is important. It is the responsibility of the student to attend all classes, arrive in class on time, be prepared for class and remain in class for the whole class session. Attendance is taken at the beginning of class.

❖ **Re-Do One Speech**

If you presented your speech and you received less than 70% on either the Informative or Persuasive speech you may re-do it on the last day of class. This is NOT make-up.

**Class Participation**

Ten points per week will be awarded to those who:
* are on time to class
* remain the whole class period
* bring the assigned work completed
* bring device to use the REVEL digital text book (tablet, laptop computer, smart phone)

**Changes to the Syllabus**

The instructor reserves the right to amend this syllabus as necessary.
Assignments

Myers Briggs Type Indicator

Go to the web site www.humanmetrics.com/cgi-win/JTypes2.asp. Take this free version of the MBTI. Print out or save to your computer the following documents once you are done.

- The page with your Test results.
- The full Type Description for your type.
- The complete Careers Choices for your type.

View the lecture on REVEL. Analyze the information from the lecture and your MBTI results. Then write a 250 word reflection paper regarding your type using the above mentioned information. You will have a minimum of 2 paragraphs and up to 5 paragraphs. Include the following:
  - How the information relates to you (each of your letters and your specific type)
  - How you will utilize it in the future

Upload your reflection paper to REVEL. Bring the 4 documents listed above to class for discussion. This will earn you 50 points.

Shared Writing Team Discussion

There are 6 Shared Writing assignments. Complete the assignment in REVEL. On the day of class, retrieve your work and your team will discuss the ideas and present their findings to the class. The visual work will be done on a Huddle Board.

The grade is derived by leadership, participation and typed answer as demonstrated by each individual within the team.

"The Great Debaters"

- Read Chapters 9 & 13

- View the movie "The Great Debaters". This movie is on reserve in the Eastfield College library. Run time is 126 minutes.

- The teams will analyze the movie in class by using the information from Ch. 9 & 13 in your textbook.

- Below are the main components of the chapters. We will use the specific data found in those sections.

- In class, we will identify the possible relationships and each team will select one of those to discuss from Ch. 9 and one from Ch. 13.
Ch. 9
- Friend Relationships
  - Process that the friendship developed
  - Qualities that met the needs of the individuals
  - How the relationships were affected by gender
  - Cultural differences that affected the relationship
- Romantic Relationships
  - Types of relationships found in the individuals
  - Communication in love relationships
  - Cultural effects on love relationships
- Family Relationships
  - Family types
  - Family characteristics
  - Communication in the family
  - Cultural effects on families

Ch. 13.
- Workplace/Group conflicts
  - Procedural conflicts
  - People conflicts
- Conflict Principles
  - Issues
    - Content conflicts
    - Relationship conflicts
  - Positive/Negative aspects
  - Context
    - Physical
    - Sociopsychological
    - Temporal
    - Cultural
  - Conflict Styles
    - Competing
    - Avoiding
    - Accommodating
    - Collaborating
  - Conflict Management
    - Before the conflict
    - After the conflict
    - What influenced the conflict strategy
    - Conflict management strategies
      - Win-Lose/Win-Win
      - Avoidance/Active Fighting
      - Force/Talk
      - Blame/Empathy
      - Gunnysacking/Present Focus
      - Manipulation/spontaneity
- Personal Rejection/Acceptance
- Fighting below the belt/Fighting above the belt
- Face-Detracting/Face-Enhancing
- Aggressiveness/Argumentativeness

- Your team will use a huddle board to write the data to present to the class.

Remember this assignment is worth 100 points. Your grade is derived from the concepts identified with corresponding examples from the movie as well as your participation in the discussion.

**Speech Outlines**

Each team member will create their own outline. Team members are to work cooperatively. Before outlines are submitted to REVEL, teams are to peer review each other’s outlines for accuracy and supply assistance as necessary. You will use in class and outside of class time to do this work.

The preparation outline is worth a total of 100 points.

**Speeches**

**Speech of Introduction**

- In order for your team mates to get to know you, you will create a collage of images illustrating your life.

- To accomplish this, you will use PowerPoint.

- There need to be at least 4 slides.

- You will organize your thoughts on two (2) 4X6 white lined index cards utilizing bullets. These ideas relate to the images on your slides.

- A Speech of Introduction such as what you are giving uses the following structure: begin with your past, the present and lastly the future.

- You are to fill 3-5 minutes.

- Dress in your regular school clothes.

- You are graded on:
  - Speech 60
  - Collage/cards 40

  100 points
Informative Speech

- You will prepare a speech which is either:
  - Speech of Description
  - Speech of Definition

- Select a strategy to create your Attention Getter from the document provided.

- Select a strategy from your textbook, Ch. 15, to create your closing.

- Select a career that you wish to enter.

- You gather your information.
  - Contact an Eastfield college librarian either in person, by email or on the phone for assistance in using the databases or books in the collection.
  - Go to the Eastfield College library web page.

- You must have a minimum of four sources. At least two sources for each main point. So, you will have two main points.

- The research must be from the library Databases, books, journals, etc. You may not use the open web. If you feel that you have a source from the open web, please ask for approval.

- You are to correctly create a preparation outline and presentation outline cards.
  - The preparation outline document will be uploaded to REVEL Media Share.
  - The presentation outline cards will be brought to class on the day of presentation.

- During your presentation, you must state where your data came from as you speak. Follow the Oral Citation guidelines in Chapter 14. If you don’t then you have lost credibility and certainly plagiarized.

- You must have a PowerPoint presentation to accompany your speech. Use the PowerPoint document provided to guide you in your work.

- Your presentation outline will be on 4 index cards. You must use these as you speak.
  - First Card – Introduction
  - Second Card – First Main Point
  - Third Card – Second Main Point
  - Fourth Card – Conclusion

- You will have 4 to 6 minutes to make your presentation.
Attire is business casual. Consult the provided Attire document to understand business casual.

The grade is based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline work</td>
<td>100</td>
</tr>
<tr>
<td>Speech</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

**Team Presentation Instructions**

Make sure that you have read the information about Paralanguage in Ch. 8.

A team consists of 3 or 4 members.

You team’s task is to select from one of the children’s stories below and present a skit.

- Goldie Locks and the Three Bears
- The Three Little Pigs
- Jack and the Bean Stalk
- The Boy Who Cried Wolf
- The Elves and the Shoemaker
- The Emperor’s New Clothes
- The Little Red Hen
- Peter and the Wolf

The presentation will require the team to assign parts, write the script, and create the costumes.

The script must be uploaded to the assignment in REVEL.

Dress according to your part.

You and your team will be graded on:

- Use of paralanguage
- Smoothness of the presentation,
- Costuming

This speech presentation is worth 200 points.
Persuasive Speech Instructions

- Make sure you have read and understand Ch. 14-16 and Ch. 18.

- Your goal is to convince your audience to purchase the item you are selling.

- You must decide what the main goal of your persuasive speech is:
  - To strengthen or weaken attitudes, beliefs or values of your listeners
  - To change their attitudes, beliefs, or values
  - To act in some way, to do something

- Use all three appeals:
  - Logical
  - Emotional
  - Credibility

- Decide which question your speech will address:
  - Question of fact
  - Question of value
  - Question of policy

- You are to use the Motivated Sequence outline pattern.

- You will have a preparation outline and a presentation outline.

- You must have at least 4 sources to support your contention.

- The speech day
  - Submit your preparation outline to REVEL.
  - Your presentation outline will be on four index cards.
  - Hand in your presentation cards at the end of your speech.
  - Your attire is Business Professional.
  - You are to use the item to be purchased during your presentation.
  - Your speech is to be between 4 - 6 minutes in length.

- The class will vote on who has convinced them to buy the product.

- The grade will be based on:
  - Speech 100 points
  - Outlines 200 points
Part III General Eastfield College Course Information

Food and Beverage Policy

Please refrain from bringing food into the classroom. It is acceptable to bring water in a closed container into the classroom for consumption.

Additional Information can be found at: